

An Analysis of Writing Material in English Textbook “When English Rings the Bell” For Eighth Grade

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Abstrak

Buku teks merupakan referensi penting yang digunakan oleh guru dan siswa dalam proses pembelajaran. Hal ini didukung oleh Hutchinson dan Torres (1994: 315) yang menyatakan bahwa buku teks telah menjadi elemen universal ELT, yang tanpanya proses pembelajarannya tidak lengkap. Menimbang situasi seperti itu, evaluasi terhadap bahan yang ada diperlukan untuk mengungkapkan kelemahan buku teks dan meningkatkan kekuatannya Cunningsworth (1995). Penelitian ini bertujuan untuk menganalisis penyajian materi tulis dalam buku teks. Analisis difokuskan dua aspek utama dari materi penulisan: presentasi materi, dan elemen linguistik. Penelitian ini bersifat deskriptif kualitatif dengan menggunakan analisis isi. Daftar periksa untuk evaluasi dikembangkan berdasarkan kriteria yang diajukan oleh BNSP dan Cunningsworth (1995). Temuan menunjukkan bahwa dalam hal penyajian materi tulis, semua tugas penulisan berupa tulisan terbimbing, dimana siswa diminta untuk menulis tanggapan, dalam batasan panjang, sesuai petunjuk yang diberikan. Dalam hal elemen linguistik, mereka diperlakukan secara terpadu dalam buku teks. Studi ini menunjukkan bahwa tugas menulis di buku teks telah tercakup secara proporsional. Temuan menunjukkan bahwa referensi independen untuk kosa kata dan item tata bahasa diperlukan untuk belajar mandiri. Topik nya harus lebih beragam dan juga memberik kesempatan kepada siswa untuk mendapatkan kesempatan lebih luas untuk mendapatkan konteks yang berbeda.

Kata kunci: Analisis buku teks, bahan tulis, sekolah menengah pertama

Abstract

Textbook is an important reference employed by teachers and students in the learning process. It is supported by Hutchinson and Torres (1994: 315) stating that textbook has become a universal element of ELT, without which the learning process seems incomplete. Considering such situations, an evaluation of existing materials is necessary to reveal the weaknesses of the textbook and improve its strength Cunningsworth (1995). This study aims to analyse the presentation of writing material in textbook. The analysis is focused two key aspects of the writing material: material presentation, and linguistic elements. This study is descriptive qualitative employing a content analysis. A checklist for evaluation was developed based on criteria proposed by BNSP and Cunningsworth (1995). The findings showed that in terms of writing material presentation, all of the writing tasks are in the form of guided writing, in which students are asked to write responses, in restricted length, to the given prompts. In terms of linguistic elements, they are treated in integrated manner in the textbook. This study indicates that writing tasks in the textbook have been proportionally covered. The findings suggest that independent references for vocabulary and grammar items are necessary for self-study. The topics should be more various as well to provide students with wider chances to get exposed to different contexts.

Keywords: Textbook analysis, writing material, junior high school

INTRODUCTION

Textbook is an important reference employed by teachers and students in the learning process. Cunningsworth (1995: 7) identifies several key roles that course books play in English Language Teaching. First, they become a resource for presenting both spoken and written material. Secondly, they provide a source of learning activities that give students chances to practice and engage in communicative interaction. Moreover, they become a reference source for students on language

content such as grammar, vocabulary, writing convention and so on. They also can reflect learning objectives having been stipulated in a syllabus. More importantly, they provide a resource for students to engage in self-directed learning. For less experienced teachers, they can be used as a support to assist them in gaining confidence when they teach.

Despite the merits of course **books**, there are, however, many researchers and practitioners who reject the use of course book as they argue that it is too inflexible; it is also potentially stereotyping, sexist,

culturally biased, unnatural, and profit-oriented (Litz, 2005:6-8). However, it is undeniable that the use of course book is still widely popular in ELT. It is supported by Hutchinson and Torres (1994: 315) stating that coursebook has become a universal element of ELT, without which the learning process seems incomplete. Considering such situations, an evaluation of existing materials is necessary to provide sound information which can be used to monitor the quality of available course book. Cunningsworth (1995) also states that course book evaluation is important to know weakness and the strength of the course book in use; therefore, the information can be used to improve the materials.

Considering the importance of course book evaluation, the researcher is interested in evaluating coursebook, in Indonesia more familiarly known as textbook, for eighth grade of Junior High School published by Ministry of Education in 2013 Curriculum. The objective of learning English in junior high school level is to reach a functional level of literacy which is stated in the Decree of Ministry of Education No. 21 year 2016 in the Standards of Content. The role of course book itself is of importance in Indonesia since it is regulated in the Decree of Ministry of Education No.8 Year 2016 about course book. The decree regulates some basic elements to be included in the course book such as cover, content, and the biography of the writer. Related to the content, the course book should cover the core competences and basic competences, as they are stated in the Standards of Content from the Decree of Ministry of Education No 21 Year 2016 about the Standards of Content for Junior High School. Therefore, the materials and the activities in the course book should reflect the Standards of Content in order to cover the core competences and basic competences.

The launch of new curriculum also resulted in a display of textbook in general. Therefore, there are many publishers producing various textbooks and claiming that they are based on 2013 curriculum. Considering this, the researcher chose the textbook published by National Education Department because it is the first-made book for the newest curriculum which must be in line with 2013 Curriculum. In addition, as recommended by Indonesia government to mostly junior high schools, particularly in Java, this book is used as a guidance to conduct the teaching and learning processes.

Furthermore, the essential aspect of 2013 Curriculum is that the language skills, namely, listening, reading, writing, and speaking, are integrated. Exercises are not presented explicitly and grammar rules are not presented in the textbook. So, teachers should develop the material in the textbook to make the students more understand about the content of the materials.

In this study, the researcher is focused on the attempt analyse the writing material because in 2013 curriculum the material taught places more emphasis on language competence as a communication tool to convey ideas and knowledge. Communication is realized not only in speaking but also in writing, as what Scholes and Comley (1985) state that writing is a way of thinking as well as a mean of communication. Based on the explanation above, the writing skill has an important role in English language teaching. Moreover, the goal of this curriculum is to face the globalization era so that writing is quite necessary in the achievement of the goal in this curriculum. Therefore, writing is important to learn and in teaching learning process the writing material must be in line with curriculum to endorse the students to understand more about writing.

Considering the importance of writing skill, it should be assessed before applied in the classroom. In 2013 curriculum, the writing task is simpler and the theme in the textbook is mostly relevant with students' life. The main difference of the writing material in 2013 curriculum from the previous curriculum is the students are not directly explained on the structure of the text, but the students are given the example and then the students are asked to produce similar writing.

The researcher is concerned with analysing the writing task in this study. Furthermore, giving focus of attention to one particular skill, which in this case is writing, allows this study to better understand the chosen focus. Though it focuses on writing skill, it does not treat it in isolation by excluding other skills. It is because the presentation of writing skill in the textbook is closely related and integrated with other skills. To focus on one particular skill also allows the study to evaluate whether such skill has been proportionally covered or not, which makes such a study significant. Therefore, this study is aimed to analyse writing material in the textbook entitled "*When English Rings the Bell*" for eighth grades of Junior High School published by National Education Department which corresponds to the 2013 Curriculum.

Finally, according to the background of study above, it can be simplified to discuss between two problems that emerge as a significant concern toward the novel. Thus are, how is writing material covered in English textbook for **eighth graders** entitled "*When English Rings the Bell*" in terms of presentation of writing task? And how is writing material covered in English textbook for **eighth graders** entitled "*When English Rings the Bell*" in terms of linguistic elements to writing.

METHOD

In accordance with the objective and the characteristics of the data, this study was regarded as

descriptive evaluative, employing content analysis as the design since it dealt with the analysis of the content of writing material of the textbook. According to Ary et al (2002 in Pranata, 2011:17), content analysis concerns on analysing and interpreting material in its own context and the material can be a textbook. It is essential for education researchers to use the content analysis to study textbook for their readability or to investigate certain aspects of the textbook. Content analysis is a method to analyse documents or other qualitative data. In short, Lestari (2005: 12) states that content analysis concerns real phenomena or real situation. In the other words, content analysis is applicable to various studies including language studies analysing content of certain matter through classification, tabulation, and evaluation. In relation to this study, content analysis is used as a method to evaluate the content of writing task presented in English textbook entitled "*When English Rings the Bell*" published by Ministry of Education for eight grader in terms of the presentation of writing material and linguistic elements.

The data for this analysis was taken from the textbook for eight grade of Junior High School entitled "*When English Rings the Bell*" published by Ministry of Education. The textbook is comprised of thirteen units or chapters intended for 2-semester period. Each chapter corresponds to each basic competence (KD) specified in the syllabus. Considering the feasibility, this study analysed only six chapters used for semester one.

The data were collected by identifying writing tasks covered in six chapters in the textbook, the results of which were further identified based on the certain criteria stipulated in evaluation sheet. The purpose of the evaluation sheet was to describe the data. The researcher designed the evaluation sheet based on the EFL course book evaluation criteria which were adapted from two key sources, namely, *BSNP*, and *Cunningsworth (1995)*. The adapted evaluation sheet was employed to evaluate the writing task in terms of the presentation of writing materials, and linguistic elements of writing.

The procedures of gathering the data involved three steps. First, the textbook evaluated, "*When English Rings the Bell*", was made available. Second, after the researcher got the textbook, the researcher started to identify writing tasks covered in the six chapters and analysed them based on the evaluation sheet. The researcher analysed the module herself. However, the results of the analysis were consulted to the advisor in order to match the findings with the discussion.

The research instrument used in this study was evaluation sheet. In this study, the researcher made an evaluation sheet adapted from National Standards Education Board (*BSNP*), and *Cunningsworth (1995)*.

The researcher did not use all of the mentioned criteria from the experts since some of their ideas are the same, so the researcher took the different idea from each expert. The criteria were used to acquire the requirements of a good writing task in the textbook in terms of presentation of writing material, linguistic elements, and approach to writing. These criteria consisted of several sub variables to elaborate and get deeper information. The sub variables proposed by the Board of Standards of National Education and *Cunningsworth (1995)* seem to have similar patterns in determining the criteria, so the researcher modified them. The first variable, presentation of writing materials, is specified into sub variables, namely, types of writing exercises and variety of exercises. The evaluation sheet included several aspects such as, the availability of controlled writing, the availability of guided writing, and the availability of free writing task. It also includes the variety and range of writing topic and the level and its effectiveness in expanding students' writing skill. The second variable, linguistic elements, is specified into writing convention, vocabulary and grammar. It deals with the coverage of spelling and punctuation rules, the adequacy of vocabulary content, the coverage of grammar items, and the comprehensive quality of the example and explanation.

RESULTS

The findings are presented in the form of description of the content analysis result of the textbook according to the categories and descriptors outlined in the evaluation sheet, the criteria of which were adapted from the Board of Standards of National Education and also *Cunningsworth (1995)* as an expert in course book evaluation. The basic competences (KD) stipulated in the syllabus for eight graders are respectively referred to as each chapter of the textbook is orderly tailored based on each KD. Following the presentation of findings, relevant theories and prior studies are to be presented in the attempt to further discuss the findings.

4.1 The Presentation of Writing Task

This part deals with the analysis of the textbook in terms of the types of writing exercises which includes the availability of controlled and guided writing and the availability of free writing activities. Furthermore, it also deals with the variety of writing exercises which includes the variety and range of writing topics and the level of its effectiveness in expanding students' writing skills.

The textbook analysed entails 13 chapters tailored for a two-semester period. However, considering the notion of feasibility and redundancy of data, the present study is focused on the first semester only, which is comprised of 6 chapters. As mentioned previously, the presentation of the findings follows the criteria outlined in the evaluation sheet.

4.1.1 Types of Writing Exercises Found in the Textbook

To proceed with this part, a concise presentation of the analysis of six chapters of the textbook is outlined in the table below. It is to give a clear review of the content analysed. This will be followed by elaboration on each chapter in detail.

As we look at Chapter 1, it mostly focuses on building aural-oral communication skills, as evidenced by materials mostly presented in the form of conversation, dialog, and role play. It corresponds with KD 3.1 and 4.1, within which is outlined that the focus of the learning is to understand the structure and social functions of interpersonal communications. Therefore, it mostly deals with verbal utterances and expression to ask for attention, to confirm ones' understanding, to express appraisal, and to ask for opinions.

Related to writing task, there is only one writing exercise included in this chapter. The writing task given is in the form of self-reflective journal, which requires the students to write about some guided points related to their learning. Some cued phrases are provided to assist the students in writing in the sentence level.

It can be seen that the cued phrases function to help the students initiate what they have to write about. By looking at this writing task, it is categorized as guided-writing. However, guided writing task is not merely supported by cued phrases in which the students can complete the sentences based on the given phrases. The students need to be prepared in terms of their background knowledge regarding what they have to write. It can appear in the form of prior controlled writing exercises. In this chapter, such a preparation is done through prior learning activities that focus on interpersonal communication skill placing greater emphasis on listening and speaking skill simultaneously. When it comes to the personal journal, it is designed to assess the students' understanding and to what extent they can absorb the prior learning materials. Referring to the KD that this chapter refers to, it is apparent that writing skill is given a small portion on this section.

As we proceed with Chapter 2, more writing exercises are presented. There are 5 writing tasks that the students have to accomplish. In this chapter, the self-reflective journal is still presented in the end of the chapter like in Chapter 1.

All writing tasks presented are in the form of guided writing. It also deals with sentence-completion exercise.

In Chapter 2, as outlined in KD 3.2 and 4.2 the materials focus on the structure and social function of modality "*can and will*". In this KD, writing skill is given more portions compared to the previous KD materialized in Chapter 1. However, slightly similar to the presentation of learning materials in Chapter 1, the learning activities are focused on building oral and aural skills, as evidenced by the domination of dialogs and conversations which contextualize the use of modality "*can and will*" in a communication. The activities are initiated by modelling phase carried out by the teacher.

By looking at the writing task, it can be categorized as guided writing. Slightly different from the writing task in Chapter 1 which only provided self-reflective journal, the guided writing task in this chapter is oriented more into not beyond sentence level. It concerns only sentence completion task. It is integrated with reading skill in which the students have to collect and understand information presented in the previous page which is in the form of discrete sentences. They are not closely connected in meaning with one another; therefore, it is not focused on building the students' skill on discourse in writing which can be achieved in the level paragraphing. The guided writing in this part is presented to function as drilling activity in which the students have to demonstrate their understanding of the functions of modality "*can and will*".

As we proceed with Chapter 3, we will notice that writing tasks presented are similar to those presented in Chapter 2. There are 4 writing tasks presented in this chapter including the self-reflective journal in the end of the chapter.

In Chapter 3, as outlined in KD 3.3 and 4.3, the materials deal with communicative functions of modality "*should and must*". The modality is materialized in the structure, language features, and social functions which are used to give instructions, to give advice, to warn, and to ask for permission. Suitable responses for these objectives of communication are addressed as well. In the textbook, these elements are phrases as to give suggestions and to state rules and obligations. Similar to Chapter 2, writing task in this chapter is categorized as guided writing. It concerns only sentence completion task in which some prompts are provided and the students have to write suitable responses to the given prompts. The prompts lead the students to use the modality "*should and must*". The task also functions as drilling activities regarding the use of "*should*", which is to give suggestions, and the use of "*must*", which is to state rules and obligations. Moreover, the writing task is integrated to speaking skill in which the students have to communicate their responses.

In Chapter 4, it still corresponds to KD 3.3 and 4.3, the objectives of which are to learn how to invite someone to do something, how to give instructions, and how to ask for permission. In this chapter, the learning activities are dominated by practicing dialogs, doing role play, and discussion. Therefore, they mostly deal with oral-aural activities or speaking-listening activities. Like other chapters, these two chapters are closed with writing journal intended for self-reflection upon the learning.

Like other previous chapters, writing exercises in this chapter are presented to provide students with drilling activities in the use of some linguistic features such as *let's*, *please*, *don't* and *may* which are employed in their communicative purposes for inviting or asking people to do something and asking for permission, for example. Again, the task is very simple. It only deals with sentence level so that the students are not given activities to deal with paragraphing.

As we proceed with Chapter 5, the writing task is presented in a small number of activities. In this

chapter, reading skill is emphasized since the students are asked to identify model text given dealing with greeting cards.

In Chapter 5, it corresponds to KD 3.4 and 4.4, the objectives of which are to learn the structure, language features, and social functions of simple greeting cards. The students are supposed to be able to understand messages carried in the greeting cards and to produce their own greeting cards based on the given objectives. In this part, the writing task is integrated with reading skill in which students are given examples of greeting cards used for different contexts before they are finally projected to make their own greeting cards. It is still considered as guided writing as the objective is to construct simple sentences for the greeting cards. Like other chapters, this chapter is closed with a self-reflective journal that students have to complete, reflecting on what they have learned.

In Chapter 6, it corresponds to KD 3.5 and 4.5, the objectives of which are to learn English quantifiers for countable and uncountable nouns. The writing task in this chapter is still guided writing in which it deals with sentence completion task. The students have to write responses based on the given prompts. Like previous chapters, it is closed with writing a self-reflective journal.

To make sure that the students understand the use of quantifiers for countable and uncountable noun such as *some, many, much, a lot, little, and few* along with the use of *there are* as well as *there is*, the exercises are presented to provide them with drilling activities on this part. It still deals with sentence level with very simple instruction and restricted length. Like other chapters, this chapter is closed with self-reflective journal.

In brief, the types of writing task tailored in the textbook are mostly guided-writing, most of which are focused on level sentence which functions to provide drilling activities for the students regarding the language features taught. Few others can be said almost on paragraphing level, though it functions only as self-reflective writing which does not give the students a chance to explore wider topics. All in all, the guided writing tasks are mostly materialized in the form of sentence completion task.

4.1.2 Variety of Writing Exercises Found in the Textbook

This part concerns the variety and range of writing topics in the textbook and to what extent they effectively expand students' writing skill. As presented previously, the dominant type of writing task given is guided writing concerning both sentence and paragraphing level. From the analysis of identified writing tasks, it can be construed that the writing task is not tailored on the basis of contextualized topics. Rather, it mostly functions to provide drilling exercises related to language features taught in the given chapter. Furthermore, looking at the objectives of the respective KD for Chapter 1 and 2, for instance, it is apparent that context for the learning mostly deals with interpersonal interaction and communication in the domain of

classroom situation. It is intended to build and maintain classroom language and instructions, with which students are supposed to use in their communication in the classroom. Consequently, the range of topic is not widely extended to touch various topics that can potentially be addressed to contextualize the language features taught for the respective KD.

They do not refer to particular topics which are specified in terms of words in context used in such writing. Rather, the first is integrated with speaking activities and the latter is integrated with reading discrete sentences. Since it deals with guided writing which tends to ask for responsive writing skills from the students and is not extended to freer writing activities, the writing topic is restricted to classroom contexts. Though it seems to deal with hobbies, it is only restricted in classroom situations. It actually can be extended to deal with hobbies of famous figures, for example, to widen the topics.

In the writing task given above, it is integrated with speaking activity in the form of interviewing classmates. The students then are asked to write a report based on the information they obtain which relates to what their friends can and cannot do. This task is more elaborated compared to the previous task. However, it is still not directed under particular topics. It is tailored to serve as further stimulus for students to perform language features taught in the context of writing. The writing task is situated mostly in the context of classroom-based situation so that it seems not to help expand students' awareness and enrich their experience.

4.2 The Coverage of Linguistic Elements in the Textbook

This part investigates how language resources or linguistic elements of written form are included in the textbook. It entails writing conventions which embrace the coverage of spelling and punctuation rules. It also includes the coverage of adequate vocabulary focus and grammar items.

As presented previously, the writing task in the textbook is limited on guided writing in which it tends to be more responsive; the students are asked to respond to a prompt or assignment. Moreover, unlike controlled writing, the students are encouraged to exercise a number of options in choosing vocabulary and grammar they use in their writing, but with some constraints and conditions. The writing task is ordered from sentence completion task progressing into connecting a limited number of paragraphs with limited length. They have to make a short report based on interview with structured formats, responses to the given prompts in the form of discrete sentences, and brief descriptions.

Referring to language features stipulated in KD 3.3 and 4.1, it should cover simple adjectives for the vocabulary, demonstrative pronouns such as *this, that, these, and those*, pronunciation, spelling and punctuations. Furthermore, it also should cover the text structure for such interpersonal communication such as "*Excuse me. Attention, please. Is it clear? What do you think?*" and so on, as previously explained with regard to

the social functions for the respective KD. For realization of the KD, we can look at Chapter 1 of the textbook. This chapter closely corresponds with the objectives of the KD and therefore it deals only with listening and speaking skill; learning activities are in the form of dialogue and role play. Though the content is not grammar based, it is obvious that this chapter focuses on simple construction of sentences with simple present. To achieve the communicative purposes, it teaches simple statements and question forms through exposure of dialogue and role play in which the teacher always gives the model first.

Moreover, for KD 3.3 and 4.2, language features outlined in the previous KD are supposed to be maintained, followed by the introduction of modality "*can and will*". The realization of this KD can be seen in Chapter 2 of the textbook. The development of the textbook is again not based on grammar-based sequences, but functional purposes. Therefore, this chapter, like previous chapter, still focuses on interpersonal communication with the use of modality "*can and will*". Look at the perspective of grammar sequences, this Chapter still gives exposures to the students related to simple construction of sentences with the use of simple present and modality. The writing activities, as presented previously, are in the form of sentence completion task in which the students have to write responses based on the given prompts in restricted length.

As we can see, the linguistic elements in the writing task are integrated. For seven graders, such activities are quite appropriate as foundation for their further language development.

For KD 3.3 and 4.3, the language features are extended from the previous chapter dealing with modality of "*may, should and must*". It still deals with interpersonal communication exposing phrases such as "*Come in, please! Let's go! Okay, Don't be late again!*" and so on. Functionally, it deals with how to give instructions, to invite people, to warn or forbid people from doing something, and to ask for permission. It is clear that the content is designed based on functional purposes. The realization of this KD can be located in Chapter 3 and 4. Like previous chapters, linguistic elements are integrated in the writing task and other activities involving other skills. For the writing task, as presented previously, they are in the form of sentence completion task in which they serve as drilling activities for the students to use the modality "*may, should and must*".

Therefore, writing conventions such as spelling or punctuations are not taught separately. The vocabulary and grammar item are also integrated. The teacher is responsible to give direct feedback in the writing task when students make errors in terms of writing elements. Since the task is in the form of completion task, the students are directed to write sentences based on the given model. Therefore, the structure is presented already in the model sentences and it is expected to minimize the errors as the teacher encourages the students to analyse the model sentences and produce sentences which are similar to the model given. The objectives of the KD are also covered in Chapter 4.

As we can see, in this writing activity the students are asked to break down the given sentences into parts. It is aimed to let them analyse the structure of the sentences either in the form of statements or questions.

In KD 3.3, 4.4, and 4.5 it still deals with demonstrative pronouns and expression for greeting cards such as "*Congratulations, I am praying for your recovery,*" and so on. The function of such communicative purposes is addressed through greeting cards. The realization of this KD can be seen in Chapter 5. Again, the development of the textbook is not based on grammar item. Rather, it is based on functionality of the language.

The students are therefore asked to make simple greeting cards with simple construction of sentences entailing the given communicative purposes which are to congratulate, to express condolences and so on. All writing elements are integrated and the teacher is responsible to give direct feedback for the errors.

Chapter 6, which is the last chapter in the first semester, covers objectives of KD 3.5 and 4.6. The language features deal with impersonality such as *there* and quantifiers for countable and uncountable nouns such as *little, few, some, many, much, and a lot (of)*. Other elements in the previous chapter related to determiners such as *a, the*, and so on are retained. In this chapter, the writing task still relates to guided writing which functions to give students drilling activities for the language features. They are asked to describe vehicles based on the given prompt.

As we can see, the linguistic elements are presented in the model sentences and the students are directed to produce similar sentences with restricted length.

To perform such tasks with expected language features, it is necessary for the textbook to take into account the language content, particularly in the domain of writing. Such an attempt is not apparently evident in the textbook analysed. It does not cover the writing conventions in a discrete manner. They are treated as integrated elements in the writing which can be presented through learning activities prior the writing task itself.

In relation to writing, the textbook does not cover material for vocabulary teaching adequate in terms of quantity and range of vocabulary. Vocabulary development is not emphasized. The vocabulary is not specified in which the students can use and situate their choice of words in the context of their writing. Something such as vocabulary corner or word focus is not present in the textbook. There are no reference sections for vocabulary in use.

Concerning the coverage of grammar items, it does not provide the reference sections for grammar as well which can be used for self-study. Within the textbook, grammar items are treated as integrated components. Therefore, in relation to writing task, grammar items are taught in integrated manner with learning activities prior to the writing exercise. In brief, the textbook treats language features or linguistic elements not in discrete manner so that it does not provide an independent reference section in the textbook

that students can consult to as they work on their writing task.

4.3 Discussion of the Presentation of Writing Task in the Textbook

As previously presented, related to types of writing exercises covered in the textbook, they are mostly materialized in the form of guided-writing. It heavily concerns sentence completion tasks in which students are asked to write responses, in restricted length, to the given prompts. The writing task is always integrated with other skills, most of which are reading and speaking. When it is integrated with reading skill, it serves as stimulus, prompts, or background of information prior to the writing task. When it deals with speaking skill, it serves as follow-up activities after the writing task is completed. Moreover, the guided writing tasks function to provide drilling activities contextualizing the language features and communicative functions of what the students learn at the given chapter which corresponds with each respective KD outlined in the syllabus.

It is in line with roles of course books formulated by Cunningsworth (1995), some of which are to serve as a source of activities for students by which they can practice and communicate what they learn, to provide stimulation and ideas from which the language activities take place, and to realize learning objectives having been set in the syllabus. Cunningsworth (1995: 80) also asserts that writing activities covered in course books are normally of the controlled and guided writing. In this type, a model is provided and the students are given a task to produce something similar and to respond to the given information. However, in the textbook, the writing task only deals with sentence level. Cunningsworth (1995: 80) further explains that the writing task "should deal with paragraphing, which is the basic unit of organization for most kinds of written English.

Related to variety of exercises entailing writing topics and to what extent they expand students' writing skills, the presented findings have revealed that the writing tasks are mostly contextualized in classroom-based situation, the communicative functions of which are to build language classroom or instructions. By doing so, it is expected that the students can engage in communicative functions close necessary to their immediate needs in the classroom. Therefore, the topics are closely situated in the classroom. As kinds of variety, few portions deal with other commonly used topics such as birthday and describing things. Related to this, Cunningsworth (1995: 84) states that it is essential that course books include appropriate progression and variety of writing task so that the students are exposed to various activities that give them more chances to practice and explore. In the textbook, it is restricted to sentence completion task and situated in rather monotonous coverage of topic.

4.4 Discussion of Coverage of Linguistic Elements in the Textbook

To analyse how writing task is presented in the textbook, the analysis has also attempted to identify linguistic elements entailing writing conventions, vocabulary, and grammar which are covered in the textbook. The presentation of findings has revealed that all elements are treated in integrated manner. A reference section for spelling and punctuation rules is not provided. Related to this, the textbook makes the teacher fully responsible to ensure that the students adhere to correct spelling and punctuation rules when they produce a piece of writing. In other words, the teacher is supposed to give direct feedback to errors in terms of spelling and punctuation rules. For this, the textbook also relates this element to an instruction regarding the use of dictionary for students to check the rules themselves or with the assistance of the teacher.

In this part, Cunningsworth (1995) contends that written English has significantly different style from that of the spoken language. Therefore, it is necessary to expose students to salient features of written styles and course books should cover such different language resources for writing like spelling, punctuation, and paragraphing.

Related to vocabulary content, the findings also have revealed that a reference section or vocabulary corner is not provided in the textbook. Therefore, the students cannot consult their textbook in terms of vocabulary. Proceeding with learning activities in each chapter, exposure to vocabulary relies on the modelling from the teacher through dialogs, role play, drilling of expression. To proceed with the writing task, it is likely that the textbook uses prior exposure from reading and speaking activities related to the vocabulary. The vocabulary is not specified in which the students can use and situate their choice of words in the context of their writing. The students are directed to look up their dictionary when they do not know the meaning of certain words they come across in the textbook. Related to coverage of grammar, similar to other points in this part, the textbook does not provide a reference section for grammar items. They are integrated in the learning activities. Dealing with writing task, the dominance of sentence completion task is therefore reasonable as it is used as drilling activities related to grammar items taught.

Related to this, Cunningsworth (1995) asserts that grammar or vocabulary is supposed to be recycled more than three times so that the students understand them well. Furthermore, Cunningsworth (1995) also states that textbooks play a role as a support of learning in which they mediate the target language and the learners. Considering this, a reference section is essential in the textbook as the students can go back to it to check their understanding. In other words, they know where to go when they forget the words or aspects of grammar they have learned. It encourages the notion of self-study in which the textbook is suitable to meet such needs, making sure that the students themselves can consult the textbook well regardless the presence or absence of the

teacher. By doing so, it can expand their vocabulary size and understanding of necessary grammar items in context which lead to retaining a longer memory towards the language content they have learned. Moreover, it really is essential for the textbook to provide well-explained vocabulary sections and practices (Jahangard, 2008). This is so, for Wong (2011) also asserts the availability of adequate references for learned phrases, vocabularies, and grammar items is vital in the textbook to assist students in the completion of various learning activities.

CONCLUSION

This study has attempted to investigate how writing materials are presented in the textbook entitled “*When English Rings the Bell*” for eighth grade of Junior High School published by The Ministry of Education in 2013 Curriculum. The analysis is completed in terms of presentation of writing task entailing types of writing exercises and variety of writing exercises. It also looks at linguistic elements of the writing materials in terms of writing conventions, vocabulary and grammar.

The analysis has revealed that the chapter in textbook is sequenced in accordance with objectives of each KD stipulated in the syllabus for eighth graders. Considering the feasibility, this study is projected to analyse one-semester period of learning materials covered in the textbook. The textbook closely corresponds with the objectives of each KD. However, it heavily focuses on aural-oral learning activities giving wide coverage for listening and speaking activities. This is so, for the KD deals with interpersonal communications. It, therefore, figures out why writing task is not widely covered in this semester. It also focuses on guided-writing since it serves as drilling activities for language content taught in the form of sentence-completion tasks. It, therefore, does not really provide a wide variety of task and topic since the task is restricted to sentence level and mostly situated in classroom-based purposes. Considering the objectives of the KD for the given semester, the writing task can be said to be proportionally presented, though some important points are worth considering in relation to the absence of references for writing convention, vocabulary and grammar item. Besides, since the book uses scientific approach in each stages of the exercise, writing task is always integrated with other skills. The task mostly only requires two stages of process-oriented writing, which are the pre-writing stage and the publishing stage. However, this textbook is good to encourage learner’s autonomy in learning. The students’ role is more prominent than the teacher’s, so they will not be too dependent to the teacher during the learning process.

SUGGESTION

Responding to the finding and discussion, some suggestions are provided in this part. For English teachers using the textbook, it is necessary for them to provide other learning materials to support the absence of references for vocabulary and grammar item in textbook, for example, which can be used to assist the students’

writing. Furthermore, when the teacher finds that their students have high level of English proficiency, it is suggested that they can provide free writing activities for the students so that they can explore more the use of vocabulary and expression they have mastered. Furthermore, it also makes the writing task more various, followed by various topics of writing as well corresponding to the respective KD.

For the author of the textbook, it is suggested that the textbook should consider to what extent the textbook can be used for self-study. Adding references for vocabulary and grammar items is one of ways to do so in which the students can go back to the textbook to consult. They can check their own understanding as well related to learning materials they have learned. As they proceed with writing task, they can also look at the references to assist their composition. Though the KD deals with interpersonal communication, it is still necessary to provide adequate proportion for the four skills. The topic should be wider as well, not restricted in classroom-based situation. Authentic and interesting issues happening around the world or in Indonesia should be integrated in the learning materials, in this case dealing with writing task.

For future researchers interested in conducting research on course book evaluation, it is suggested that they analyse other skills in isolation or the whole aspects of the course book. Both are necessary to provide rigorous information related to how the textbook presents all necessary aspects of learning English to maximize students’ learning. The researcher also expects that they can use this study as a reference to conduct their own research investigating other course books for other grades or level of education.

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